

*Integrated Performance
Monitoring Report
Sustainability Report
Performance Period January 2005-March 2005*

April 2005

STATE OF HAWAII
Department of Education
Department of Health
Child and Adolescent Mental Health Division
Early Intervention Section

Integrated Performance Monitoring Report

Department of Education

Department of Health

January 2005–March 2005

Introduction

This quarterly performance report reflects the joint commitment of the Departments of Health and Education to provide a comprehensive system of educational, behavioral and mental health supports and services to students who require those services to benefit from their educational opportunities. This Integrated Performance Monitoring Report, produced quarterly, provides information to all stakeholders regarding the maintenance of the critical infrastructure and level of system performance.

This is the tenth quarterly report submitted by the State of Hawaii pursuant to the September 10, 2002 court order in Felix v. Lingle, Civil No. 93-00367 DAE, and the fifth report subsequent to the April 2004 court order finding the State in substantial compliance with terms of the consent decree. It covers the third quarter of fiscal year 2004 (January 2005-March 2005) and includes the most recent data available regarding the services to youth with special needs in Hawaii.

Integrated Monitoring: A Successful Vehicle for Assuring Ongoing System Performance

The State of Hawaii, Departments of Health and Education, in response to the Felix Consent Decree and in accordance with their commitment to improving mental health and educational outcomes for children and youth, conduct a unique joint integrated monitoring system. It provides a means for systematic review of data and issues impacting system performance. The unique features of the Hawaii integrated monitoring system are its statewide scope, its interagency commitments, and its model that spans from the child level to the system level. The process was developed to allow the Departments to continually examine performance in maintaining the following:

“(133) A sustainable system of education for children with special needs must include the following four components:

(134) The system must continue to hire and retain qualified teachers and other therapeutic personnel necessary to educate and serve children consistently

(135) The system must be able to continue to purchase the necessary services to provide for the treatment of children appropriate to the individual needs of the child.

(136) The system must be able to monitor itself through a continuous quality management process. The process must detect performance problems at local schools, family guidance centers, and local service provider agencies. Management must demonstrate that it is able to synthesize the information regarding system performance and results achieved for students that are derived

from the process and use the findings to make ongoing improvements and, when necessary, hold individuals accountable for poor performance.

(137) The system must be able to ensure teachers, therapists, and other support staff to continue their professional development and improve their skills and knowledge of effective educational and therapeutic methods and techniques.”

(Revised Felix Consent Decree, July 31, 2000, page 20)

System monitoring and improvements are driven by decisions made as the result of outcome driven quality assurance practices. Previous and current performance data is available through Departmental websites: (<http://165.248.6.166/data/felix/index.htm> and <http://www.hawaii.gov/health/mental-health/camhd/index.html>).

Summary of Overall Performance

This performance report documents the systematic tracking of key infrastructure and performance indicators for the Departments of Education and Health as they provide educational, behavioral, and mental health services to children and adolescents in need of such services. The primary methods for monitoring include the tracking of performance data, the examination of practice conducted through Internal Reviews and contract monitoring, and the Interagency Accountability System that maintains statewide and local-level quality assurance committees. Adequate infrastructure and funding has helped the Departments to consistently serve the vast majority of students with special needs throughout this period of demonstrating sustainability.

During this quarter the Department of Education initiated steps to expand the scope of compliance and performance monitoring and integrate these activities within the Office of the Superintendent. The Systems Accountability Office commencing July 2005 is tasked with compliance and performance monitoring of federal and state programs. The creation of this office is the direct result of the successes achieved in improving and maintaining services to students in need of educational, behavioral, and mental health services. The expanded and prominent role of performance monitoring serves to ensure that the advances made in providing services to students will be maintained into the future.

The Child and Adolescent Mental Health Division (CAMHD) has realized considerable system stability and sophisticated practices for managing the performance of the Family Guidance Centers and the CAMHD provider network. Recently, CAMHD received high scores in two external reviews conducted to measure compliance with Medicaid Rules for Managed Care Organizations, which allows the maximization of Federal funds. Two factors that have the potential to impact service delivery are sustaining necessary funding, and the ability to fill vacancies. Filling vacancies continues to impact the timeliness and quality of CAMHD initiatives in the areas of practice development and insurance reimbursement. These two areas are vital to sustaining high performance.

This report provides in-depth information regarding current performance and trends relative to the many performance indicators developed and tracked by the Departments. Collectively, these indicators continue to describe a strong system of care providing quality mental health and educational services to students in need of such services to

achieve in school and in their communities. The data show that the system has built an infrastructure that allows for appropriate services to be provided by qualified staff in a timely and consistent manner.

System Response

Among the Strongest Service Systems Nationally

The Departments continue to be described in many national venues as one of the best service systems in the country. The ability to provide services students in the schools through School-based Behavioral Health, coupled with quality services for youth with intensive mental health needs through CAMHD, has ensured a comprehensive service system for students who need supports. The Hawaii Child and Adolescent Service System Principles continue to be the foundation for service delivery, and children and families can count on being active members of their IEP and service teams. Our comprehensive monitoring practices and the move toward evidence-based services has caught the attention of many nationally, and Hawaii representatives are being sought for consultation and presentations at national conferences. Several national mental health “think-tanks” are interested in studying and supporting Hawaii’s successes.

Strengthened Quality Assurance Practices at the State and Local Levels

The improvements to the quality assurance practices initiated last quarter at both the state and local level continued to be implemented across the State. These improvements were designed to reinvigorate and refine local-level quality assurance practices. The State-level QA Committee broadened its representation by inviting other child-serving agencies and the Hawaii Families as Allies to join the committee. The addition of these stakeholders has broadened the discussion and extended the accountability system. The annual retreat of this body, scheduled for June 2005, will discuss needed refinements and strategies for strengthening the Interagency Accountability System both at the State and local-levels. Included will be discussions about the Internal Review process, and the core data sets that are tracked. Evaluation of the effectiveness of initiatives that were selected for implementation this fiscal year will occur. These initiative are: addressing educational program for youth in community-based instruction and residential programs, transitions, refining of QA systems, involving other child serving agencies and families in the QA committees, and conducting reviews of youth who are in out-of-state treatment settings. The evaluation of these initiatives will be reviewed in the next edition of this report.

Need to Focus on Quality Assurance as a System Priority

As described, the system for statewide performance management and quality assurance practices continued its development in all areas as evidenced in the tracking of operational implementation. Work to improve system performance is a continuous process. While the tracking of data and quality assurance practices affords enormous opportunity for making accountable improvements, the ongoing commitment to these activities needs concerted and explicit prioritization at the leadership levels of both Departments. Amidst many improvement initiatives, if the Departments do not articulate

quality assurance as a priority, the likelihood of the continued development of these practices and maintenance of the accountability system may be compromised.

Training for Local Service System Leadership

Much of the training regarding system philosophy, commitment to ongoing monitoring and focus on functional results for students with special needs occurred early in the development of Hawaii's service system. Management of the service system requires not only continual orientation to these tenets, but also training in the specialized skills for managing quality service delivery that is accountable to all stakeholders. Ongoing orientation and training is needed for new staff and managers so that there is continuity in maintaining performance in the core system components as well as good outcomes for children.

Focused Improvement Needs: Early Intervention and Under-Performing Complexes

The data and analysis included in the Internal Reviews section of this report discuss the trends regarding system performance for children receiving Early Intervention services. In addition, several complexes in the third quarter did not achieve acceptable system performance. Recommended are a number of strategies that should be considered by the Departments that are designed to improve performance in these complexes. Special attention to implementing improvement activities for the Early Intervention System, as well as the complexes that are under-performing will need to be undertaken by the Departments over the next quarter.

Report Format

Following this brief introductory overview, the report format is as follows. The second section reports on the results of Integrated Monitoring conducted by the DOE and DOH during the quarter. Complexes and Family Guidance Centers conduct this evaluation of system performance through aggregated data and results of case-based reviews. Community members also participate in the reviews that continue to provide information for local service delivery improvements. Future reports written for public consumption will combine information on Internal Reviews and the Statewide Quality Assurance system into a new section titled Integrated Accountability System.

The third section presents information specific to the DOE. This section has two major sections: Infrastructure and Performance.

The fourth and fifth sections contains information specific to the Department of Health (DOH). Within this section are reports from Child and Adolescent Mental Health Division and Early Intervention Services.

Within each of the sections, primarily in the summary, the Departments include their specific commitments to address issues that are identified. For issues related to Integrated Performance Monitoring, both Departments make the improvement commitments jointly.